

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** Math | **TC Name:** Amy LaRue |
| **Grade Level:** 8 | **Date:** Oct 28 |
| **Topic:** Inferring and Evaluating | **Time of Class:** 12:50-1:50pm |
| **AT Name:** Nicole Lalonde | **Room # / Location:** 209 |
| **1. Instructional Expectations and Opportunities** |  |
| 1. **Expectations**: (*list. 1-3 specific expectations from the Ontario curriculum} Be realistic about how much you can accomplish in one lesson.*  |  | | --- | | 8m70/73/76/78/79 | | |
| 1. **Goal(s) for the lesson:** *(What do you want the students to have learned by the end of the lesson? How will you know they have learned?)*  |  | | --- | | 1. Students will understand the purpose of collecting data. 2. Students will learn the relationships (postitive, negative, none) between data sets. 3. Students will work together in groups to gather conclusions on given data. | | |
| **2. Preassessment and Accommodations/Modifications** | |
| *(What can you do to ensure the success of all students?)*   |  |  | | --- | --- | | **Preassessment: (***State the issue)* | **Accommodation/Modification:** *(how will you adapt your lesson?)* | | **Academic Needs:** *(what will you do with the students who finish early or who cannot finish or understand the lesson*?)  **Behavioural/Social/Emotional Needs:** *(Do you have students who are easily distracted, have short attention span, don’t participate or talk out constantly?)*  **Physical Needs:** *(do you have students with allergies, difficulty seeing or hearing, or with mobility issues?)*  **Diversity Needs:** *(do you have any ESL students? Are there cultural or language issues?)* | I will circulate the room as the questions are being answered. I can assist anyone who is struggling with the concepts, and may review the particle theory if the class needs it.  Students will be verbally reminded to listen and behave. Those who cannot will be asked to move.  There is one student with a speech impediment, but it does not prohibit him from participating in any aspect of this lesson.  There are no ESL students in this class. | | |

**3. Learning Environment** (*describe the setup for your classroom. Will they work alone or in groups? Will it be the same for the whole lesson? If students are moving about how will you make sure it goes smoothly? You may wish to include a map/layout of the classroom on a separate sheet and reference it with modifications if lesson changes.*

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| Students will work at desks for this lesson. They may move to a different desk during the group discussions to confer with classmates. |

**4. The Overview (Agenda) for your lesson:** *(In this area, write the agenda (outline) for your lesson. This is what you will write on the board for your students)*

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| 1. Making Decisions from Data  2. Aim for the Top  3. Hot Chocolate  4. Scatter Plots |

**5. Resources and Materials for your class** *(what must you bring to the class: markers, scissors; graph paper, extra pencils, beakers, etc. How many will you need? If they will be using a textbook, list it here. If you used websites or other resources to prepare this lesson, list those here)*

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| 1. Textbooks  2. Projector  3. Laptop/Powerpoint |

**6. Content, Teaching Strategies, for Lesson (***In this portion of the lesson plan, you will organize the content for your lesson, and teaching strategies for your lesson. Include: an* ***Introduction*** *or Minds-on,* ***Instruction****,* ***Application*** *and* ***Consolidation.*** *Include approximate times for each portion and enough detail that another teacher could teach your lesson)*

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
| *5 min* | *Set-up* | * *Students will be seated already and take their math notebooks out* * *Students will take a textbook, one for each pair* |
| *12 min* | *Introduction* | * *As per powerpoint slides, give Generals example* * *Ask: what criteria would you use? Only statistics?* * *Use Think-Pair-Share technique* * *Ask: are all of these equally important?* |
| *20 min* | *Instruction* | * *Have student read aloud the problem from the textbook* * *Instruct students to move into groups of 3 or 4* * *Have students discuss which student they would pick for the Quiz for the Top team* * *One person from each group stated their choice and reasons for it* * *Discuss hot chocolate example* * *Explain why the first set of data isn’t useful* * *Ask students to evaluate the validity of the first statement* * *Ask students to evaluate the validity of the second statement* * *Ask: Which one seems easier to defend?* |
| *20 min* | *Application* | * *Scatter plots* * *Ask: do you recognize what this is?* * *If not, explain the axis and how each point on the graph is plotted* * *Show three plots to show various relationships* * *Ask for each: does this make sense with your knowledge?* * *For tv:*   + *Ask: does this mean you can’t do well on a test if you watch tv?* * *For ice cream sales*   + *Ask: who might want to know this kind of information?*   + *Ask: why would they need to know this information/how would they use this information?*   + *Ask: 1. Who would want to use this information? 2. What would they use this information for?* * *For height*   + *Ask: is there a relationship?* |
| *3 min* | *Consolidation* | * *Pack up textbooks and go to recess* |

**7. Reflections: To be completed after you have taught the lesson.** (In this section, you will assess the effectiveness/ineffectiveness of your lesson and of your teaching.

**a) Effectiveness of your lesson***.*

*Include 2 or 3 lesson elements that were effective/ineffective. What went well, what could have gone better? How was the pacing of your lesson? Were your teaching strategies effective? Were all students engaged? Did the students accomplish your goal? Did your assessment strategies work?*

*What do you need to learn more about? What do you need to work on when planning your next lesson? Should you discuss something with your AT or your FA?*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
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**b) Effectiveness as a Teacher:**

*Include 2 or 3 comments about your effectiveness as a teacher or areas that could be improved. You could comment on your ability to manage the class, use higher order questions, your questioning technique and your ability to have the participation of all students. How effective was your oral and/or written communication? Were you able to adjust your lesson plan as required?*

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| **What was effective/ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
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